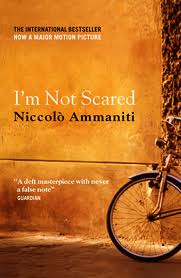
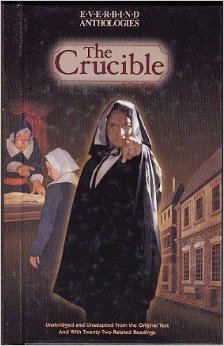
**Year 11 English Handbook 2016**







**Course Description**

**Aims of the course**

Units one and two are designed to help you improve your language skills through reading, writing, oral presentations and discussion. The general aim of the course is to extend your ability to communicate in writing and orally. The course aims to prepare you for units three and four English, the workplace and your own needs and interests.

**Course Content**

To satisfy the requirements of the course, you **must** fulfil a series of outcomes covering skills and knowledge. Your fulfilment of these outcomes will be demonstrated through the completion of the following assessment tasks.

|  |  |  |
| --- | --- | --- |
|  | **Semester 1** | **Semester 2** |
| **Reading and Creating** | *An analytical response to the text I’m Not Scared*. | *A creative response to a text that will be announced in 2016.* |
| **Analysing and Presenting Argument** | Part 1  *An oral presentation demonstrating a coherent and logical point of view on a selected issue.*  Part 2  *Language analysis on a selected issue. (Completed in Semester 1 Exam)* | Part 1  *A* *persuasive text that presents an argument or viewpoint*  Part 2  *Language analysis task. (Completed in Semester 2 Exam)* |
| **Reading and Comparing Texts** | **NOT APPLICABLE** | *An analytical essay comparing the presentations of ideas, issues and themes in On the Waterfront and The Crucible* |
| **Exam** | *96 minute language analysis task on selected issue.* | *120 minute exam.*   * *Response to a text or texts* * *Language analysis task* |

**Assessment**

The assessment tasks you complete will form your overall result for English. Each Area of Study Outcome will be completed in class in a set amount of time. You must be present in class at the allocated time for the outcome or have a medical certificate for an absence. The coursework will then be marked by a group of teachers at the school.

**Comparative Text Response – Reading and Comparing**

* **Our texts for this area of study are *The Crucible* and *On the Waterfront.***

In this area of study we will explore how comparing texts can provide a deeper understanding of ideas, issues and themes.

**Text Response and Creative Response – Reading and Responding**

* **We will study two OTHER texts – *I’m Not Scared* and a text that will be announced in 2016.**

In this area of study students produce an analytical response and a creative response to two separate texts.

Students will produce an analytical response to *I’m Not Scared*. As a part of this study students will deal with the ways in which texts convey meaning and various points of view on key issues. They will support their views with evidence from the text.

Students will produce a creative response to the other text. They will plan a piece of writing that takes into account purpose, context and audience. They will also produce a written explanation of the decisions made in the writing process and how these decisions demonstrate an understanding of the text.

**Issues – Using Language to Persuade**

* **We will explore an issue that develops throughout the year.**

Throughout the year, we will study and analyse how argument and persuasive language are used in written and oral texts. Similarly, you will prepare and present two persuasive texts on an issue to be determined by your teachers.

**Exam**

In Year 11 English you must sit two exams.

The mid-year exam is of one and a half hour duration and will require you to undertake a language analysis on the issue we studied in class.

The final assessment is a 2 hour exam at the end of the year. You will write on one of the texts we have studied during the year and complete a language analysis task on an undisclosed issue. Your end-of-year exam result will appear on your final report.

|  |  |
| --- | --- |
| **Things you MUST have**   1. **A copy of EACH novel/play** 2. **A dictionary** 3. **An English Folder (see below)** 4. **Pens, pencils, highlighters**   **RECOMMENDED**   1. **Your OWN copy of the film *On the Waterfront.***   **Work folder**  **What is a work folder?**  Your English work folder is a record of your work (both assessed and unassessed) and how you went about doing it. Do not throw out ANY work during the year! You will need all the information for your mid and end of year exams.  **How will my work folder be organised?**  Your work folder will be organised into sections titled   1. Course Information and Work Requirements 2. Text Response 3. Comparative Text Response 4. Language Analysis 5. Presentation of an Issue (Oral presentation) 6. Creative Response   **What stationery will I need?**  You MUST have   1. A heavy duty folder (about $4.00) 2. A packet of dividers (about $1.00) 3. A packet of plastic pockets for handouts (about $1.00) | **What will be covered in each section of my work folder?**   1. **Course Information and Requirements**  * A timeline specifying dates for completion of work requirements * Goals relating to language/vocabulary development * Self-assessment of your improvement in relation to these goals  1. **Text Response (*I’m Not Scared)***  * Notes from class activities and homework * Drafts of work and finished pieces * Notes from class discussion * Practice text responses * Handouts  1. **Comparative Text Response – *On the Waterfront and The Crucible***  * Handouts * Activities from class or from homework * Drafts of work and finished pieces * Notes from class discussion  1. **Language Analysis**  * Practice language analysis responses * Drafts of work and finished pieces * Notes from class discussion * Handouts/Class activities  1. **Presentation of an Issue (Oral presentation)**  * Resources you have collected * Drafts of work and finished pieces * Notes from class discussion  1. **Creative Response**  * Handouts * Activities from class or from homework * Drafts of work and finished pieces * Notes from class discussion |

***I’m Not Scared* By: Niccolo Ammaniti**

For each of the 10 chapters create visual summary – or CSI –to demonstrate you have read, thought about and responded to the novel. This means you need to choose a colour, symbol and an image for each chapter. You need to explain your choices and support with a reference to a scene or a quote. Note page references.

**C**olour: Directly mentioned, or represents feelings or actions of characters, or the landscape

**S**ymbol: An object, character, figure or traditional/known symbol that represents an idea or concept

**I**mage: A visual that captures the pictures created in your head from the text

* **Create 10 tables** to record your **CSIs** for each chapter.

Use the CSI for chapter 2 as a model.

|  |  |  |
| --- | --- | --- |
| **Chapter 2** | | |
| **CSI** | **Identify and explain** | **Quote or reference to a scene** |
| **COLOUR** - **White** | Michelle sees Filippo’s body as a corpse, the filth on him accentuating the whiteness of his flesh – bloodless and lifeless. When Filippo does sit up with his eyes crusted closed and his arms outstretched he is like the monsters he has been imagining. | ‘Dead dogs and cats had never affected me like this. Fur hides death. But this corpse, so white, with its arm thrown to one side, its head against the wall, was repulsive. There was no blood, nothing. Just a lifeless body in a dismal hole.” P 45 |
| **SYMBOL – CarobTree**  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTCuknbbXlPnjqXfWvGzjVppwTR8fd-OZmCbfJV-qY4zsz_bnv- | When Michele’s father is angry at him for being away all day and home late he runs away to the dried up lake and climbs the carob tree where he has a fantastic view, often looking out to watch for his father’s return. He threatens never to go home again, until his sister comes and tells him what is for supper. | “He pointed towards the door. ‘If you want to do as you please, you’d better go away. I don’t want you. Get out.’” P 50 |
| **IMAGE - Ogre**  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQX10pUzKR0RWTmVV7TOoiX8YvEXfEYCStdfdl5bKtAZFQlAOZysw | Michele is thinking of monsters, ogres and witches as he returns to the abandoned house by himself to check if he was dreaming when he saw the body.  He has nightmares, but his father dismisses his fears. | “‘Stop all this talk about monsters Michele. Monsters don’t exist. Ghosts, werewolves and witches are just nonsense invented to frighten mugs like you. It’s men you should be afraid of, not monsters,’ papa had said to me one day when I asked him if monsters could breathe under-water.” P 49 |

**Comparative Study**

***On the Waterfront* and *The Crucible***

Though at first glance Elia Kazan’s *On the Waterfront* and Arthur Miller’s *The Crucible* may seem very different with their settings, both are based around the same contemporary events. Both Kazan and Miller were associates during the 1950s in the United States, a time in which American society was swept up with mass hysteria surrounding the threat of communism. In this time, many well-known figures, including writers such as Miller and Kazan, were the target of investigations by the House Un-American Activities Committee (HUAC). It can therefore be said that *On the Waterfront* and *The Crucible* are allegories for the events that transpired in America at the time of Miller and Kazan, each presenting their own perspective through creative interpretations of their chosen settings – the Salem witch trials of 1692 and the Hoboken waterfront in the 1950s.

**TASK 1**

Conduct research on the following people and events. Write a paragraph for each one.

* Joseph McCarthy / McCarthyism
* House Un-American Activities Committee (HUAC)
* Elia Kazan
* Arthur Miller

**TASK 2**

Create mindmaps for the following characters from *On the Waterfront*. Use descriptions, relationships with others, events and key quotes.

* Terry Malloy
* Edie Doyle
* Father Barry
* Johnny Friendly

**TASK 3**

Create mindmaps for the following characters in *The Crucible*. Use descriptions, relationships with others, events and key quotes.

* John Proctor
* Abigail Williams
* Mary Warren
* Reverend Hale
* Reverend Parris

**SAMPLE MIND MAP – CHARLIE MALLOY**

Charlie “The Gent” Malloy

Relationship with others

* He is the older brother of Terry Malloy. He says that he looks after Terry but he also manipulates him.
* He is Johnny Friendly’s right hand man. He ultimately betrays Johnny Friendly.
* The longshoremen are afraid of him.
* He sets up the murder of Joey Doyle through his brother Terry.
* Used Terry to rig boxing matches.
* He tries to protect his brother from Johnny Friendly when Friendly becomes suspicious of Terry’s relationships with Edie.
* He is murdered by Johnny Friendly’s gang after he refuses to betray his brother.
* “If we can get it, we’re entitled to it ”
* “You’ve got a real friend here.” - Charlie to Terry about Johnny Friendly
* “If Johnny wants a favour don’t think about it, do it.”
* “A butcher in a camel hair coat.” – Pop Doyle about Charlie Malloy
* “It wasn’t him Charlie, it was you…you was my brother, you should’ve looked out for me.” – Terry about his brother Charlie
* Ruthless
* Intelligent
* Corrupt
* Greedy
* Loyal to Johnny Friendly and Terry
* Compassionate? (Because he gives up his live for his brother.)

Quotes

Actions

Describing Words